



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

930 S Lazona, Mesa, AZ 85204

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Julianne Karen O'Shea
Schedule : 7:30 AM to 3:15 PM
Grades : Pre-K-6
2004 Enrollment : 747
Web Address :
Phone Number : (480) 472-6300
Fax Number : (480) 472-6310
E-mail : jkoshea@mpsaz.org

Mission

Lindbergh School exists to provide a quality education for its students. The goal of the curriculum is to create strong, healthy personal identities that enable our students to deal effectively with whatever they encounter throughout life.

School / Academic Goals

- ü Implement quality programs to develop skills in reading, language and math.
- ü Implement quality programs to develop competence in science and social studies.
- ü Implement programs to increase achievement in writing.

Enrollment

October 1, 2003 School Year Student Enrollment : 764
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 145

Instructional Programs

- Ü On-site Special Education
- Ü Sheltered English Immersion
- Ü Special Education Preschool/Head Start
- Ü Renaissance--Accelerated Reader/Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Lindbergh School is responsible for providing its students a quality education within a safe and attractive school environment. All materials required for learning will be provided without cost.

Parents

We encourage parent support and collaboration. This begins with supporting good attendance and punctuality, provision of proper nutrition, rest and attire, and includes supervision of their progress and monitoring homework assignments.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Awarded Salt River Project Grant	2004
Ü Accelerated Reader Model Classroom	2004
Ü Honorable Mention in Kindergarten Writing Competition	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	5651	75509	98	98	100	520	532	521	6	9	13	29	19	23	38	33	33	27	39	31
All Students (Prior Year)	85	5599	75372	100	98	100	525	536	523	9	5	9	23	18	25	34	38	36	34	39	30
Female	46	2784	37013	100	98	100	529	534	522	5	9	12	28	19	24	33	34	33	35	39	31
Male	45	2859	38430	96	98	99	510	531	521	8	10	14	30	19	22	43	32	33	19	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	62	1862	30486	100	99	99	521	515	505	8	13	18	24	25	29	47	35	32	22	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	23	3216	35192	88	98	99	525	544	534	0	6	8	35	15	19	20	32	35	45	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	82	5052	65801	99	98	98	525	537	525	6	7	11	25	18	23	39	34	34	30	41	33
Limited English Proficient Students	48	1053	16928	100	100	100	510	506	485	8	17	29	27	27	33	49	33	26	16	22	12
Migrant Students	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	78	2909	36411				514	514	503	8	14	19	29	24	29	41	34	32	23	27	20
Non-Economically Disadvantaged	13	2742	39040				553	550	534	0	5	8	27	14	19	18	32	34	55	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	5641	75492	98	98	100	512	522	519	13	11	12	23	14	16	47	48	47	17	27	24
All Students (Prior Year)	85	5584	75221	100	98	100	513	528	523	13	5	8	14	12	16	63	59	56	10	23	21
Female	46	2785	37014	100	98	100	521	526	523	8	9	10	23	13	15	53	49	48	18	29	27
Male	45	2850	38400	96	98	99	502	518	516	19	13	14	24	16	17	41	48	47	16	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	62	1851	30438	100	98	99	507	509	508	16	17	17	24	20	21	47	49	47	14	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	23	3215	35177	88	98	99	525	530	528	5	7	8	20	11	13	45	48	49	30	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	82	5052	65785	99	98	98	514	525	522	11	7	10	23	14	16	48	50	49	18	28	26
Limited English Proficient Students	48	1047	16905	100	100	100	501	499	489	19	25	34	27	24	28	49	40	32	5	11	6
Migrant Students	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	78	2904	36302				507	510	507	15	16	18	26	19	21	47	49	46	12	15	14
Non-Economically Disadvantaged	13	2737	39164				537	534	528	0	5	8	9	10	13	45	48	48	45	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5611	75053	97	98	99	532	578	597	11	10	7	24	14	12	61	68	72	5	7	9
All Students (Prior Year)	84	5503	73654	100	97	99	515	530	530	17	7	9	14	12	13	66	77	70	3	5	7
Female	45	2774	36872	98	98	99	545	604	621	10	6	5	15	11	9	67	73	74	8	10	12
Male	45	2831	38109	96	97	99	518	552	573	11	14	10	32	17	14	54	64	69	3	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	62	1847	30235	100	98	98	533	541	575	8	14	9	20	17	14	69	66	70	4	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	--	210	4044	--	97	99	--	548	550	--	15	13	--	16	17	--	65	66	--	3	4
White	23	3193	35028	88	97	99	517	599	613	20	8	6	30	12	10	45	70	73	5	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	82	5023	65428	99	98	98	536	587	604	8	8	6	23	13	11	63	71	73	6	8	10
Limited English Proficient Students	48	1044	16765	100	100	100	514	524	525	8	16	17	22	20	20	68	63	60	3	1	2
Migrant Students	NC	36	752				NC	560	562	NC	7	9	NC	14	18	NC	76	68	NC	3	5
Economically Disadvantaged	77	2890	36077				521	542	566	12	14	10	23	17	16	62	65	69	3	3	5
Non-Economically Disadvantaged	13	2721	38950				595	613	618	0	6	5	27	11	9	55	71	73	18	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	5809	76019	100	99	100	494	514	499	17	9	14	38	34	39	17	13	14	28	44	33
All Students (Prior Year)	79	5726	76230	99	98	100	488	517	498	10	6	12	48	31	38	13	13	12	30	50	37
Female	52	2821	37207	100	99	100	493	514	499	15	8	12	39	35	41	20	13	14	26	44	33
Male	54	2979	38677	100	99	100	496	515	498	18	11	15	37	32	38	14	13	13	31	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	66	1790	29458	100	99	100	489	490	480	14	15	20	45	48	48	18	11	12	23	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	32	3386	35880	100	98	100	506	529	515	19	5	7	28	26	32	13	14	16	41	55	45
Students with Disabilities	18	619	9786	100	100	100	432	460	457	62	40	39	31	39	40	0	7	7	8	14	13
Students without Disabilities	88	5190	66233	98	98	99	504	519	503	10	6	11	39	33	39	20	14	14	32	47	35
Limited English Proficient Students	37	972	15206	100	100	100	483	477	459	17	20	31	48	53	53	14	10	7	21	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	78	2753	35714				487	493	480	18	15	20	42	44	47	16	12	12	24	29	20
Non-Economically Disadvantaged	28	3056	40266				512	531	513	14	5	9	29	25	33	18	14	15	39	56	43

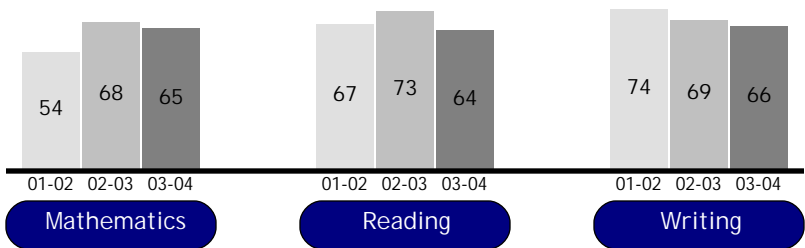
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5803	76020	99	99	100	499	507	503	22	20	25	27	22	23	42	43	40	9	16	12
All Students (Prior Year)	79	5721	76202	99	98	100	502	510	505	20	11	19	23	21	24	48	53	46	9	14	11
Female	51	2820	37213	98	99	100	501	508	504	14	17	22	32	21	23	45	46	42	9	16	13
Male	54	2973	38666	100	99	100	497	505	501	30	22	29	22	22	22	39	41	38	9	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	66	1784	29442	100	99	99	496	496	494	25	33	37	34	26	26	38	34	31	4	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	31	3386	35890	100	98	100	505	513	511	17	12	15	17	19	20	50	48	48	17	21	18
Students with Disabilities	17	617	9784	100	100	100	477	487	485	75	57	58	13	18	19	13	19	19	0	6	4
Students without Disabilities	88	5186	66236	98	98	99	502	509	504	17	16	23	28	22	23	45	45	42	10	17	13
Limited English Proficient Students	37	967	15198	100	100	100	498	490	483	23	43	59	31	28	25	38	25	14	8	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	76	2745	35703				497	497	494	25	31	37	30	26	26	39	36	31	6	8	6
Non-Economically Disadvantaged	29	3058	40274				505	514	509	15	11	17	19	18	20	50	49	47	15	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	5771	75673	100	98	100	486	530	530	20	15	12	42	25	25	37	56	58	1	5	4
All Students (Prior Year)	78	5622	74692	98	96	99	484	510	502	27	12	18	34	26	27	36	53	47	3	9	8
Female	52	2805	37099	100	98	100	499	549	548	13	10	8	47	22	22	38	62	64	2	6	6
Male	54	2956	38441	100	98	99	473	511	513	27	19	16	38	27	29	36	50	52	0	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	66	1776	29305	100	99	99	483	495	507	12	21	16	58	33	31	29	44	51	2	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	32	3366	35760	100	98	99	496	549	550	32	11	9	23	20	21	45	62	64	0	7	6
Students with Disabilities	18	605	9706	100	100	100	389	444	462	50	48	36	38	24	32	13	25	31	0	2	1
Students without Disabilities	88	5166	65967	98	98	99	495	537	536	17	12	10	43	25	25	39	59	60	1	5	5
Limited English Proficient Students	37	961	15115	100	100	100	482	475	471	4	28	26	72	38	38	24	34	35	0	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	78	2731	35541				472	500	504	22	20	17	48	31	31	28	47	50	2	2	2
Non-Economically Disadvantaged	28	3040	40091				522	553	550	15	10	9	27	19	21	58	63	64	0	7	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	35	51	44	85	39	61	50	88	47	NA	58
	Language	97	27	42	39	94	26	49	43	94	31	53	50
	Mathematics	97	48	57	52	94	48	67	57	96	61	71	64
3	Reading	100	33	50	43	92	42	57	47	100	41	NA	55
	Language	100	41	53	50	93	47	61	54	100	49	63	61
	Mathematics	100	41	55	50	95	53	64	54	98	56	66	61
4	Reading	100	31	51	47	89	54	62	52	98	47	NA	56
	Language	100	30	47	45	92	48	54	48	100	42	55	52
	Mathematics	100	36	59	52	97	57	68	57	100	52	68	61
5	Reading	100	32	51	46	91	51	59	50	100	50	NA	55
	Language	100	29	45	43	95	38	53	46	100	47	55	49
	Mathematics	100	46	63	54	97	48	68	57	99	56	71	63
6	Reading	100	37	56	49	95	45	62	53	96	50	NA	56
	Language	100	32	47	42	96	34	53	45	99	38	55	48
	Mathematics	100	53	71	58	100	62	75	62	97	59	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Community Development
- Ü Homework
- Ü Discipline
- Ü Attendance
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	2.00	Teacher Aide	21.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	6	1	0	0
7 to 9 years	2	4	0	0
10 or more years	1	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	37
Core academic classes taught by Highly Qualified (NCLB) teachers.	105
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü One Computer Lab
- Ü Science Room
- Ü Aesthetically Pleasing Campus

Extracurricular Activities

- Ü Journalism Club
- Ü Drama Club
- Ü Student Council
- Ü Before School Tutoring
- Ü After School Tutoring

Social Services

- Ü After School Program
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

Ü In Spring 2003, Lindbergh met their reading, math and language goals in 1st grade and 3rd through 6th grades.

Ü Of the Quality Service Surveys returned by parents, 94% rated Lindbergh at either an A or B.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	94	98	98	94
Retention Rate ⁹	5	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	53	56
Grades 3-4	85	81
Grades 4-5	58	68
Grades 5-6	79	84

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Lindbergh's Discipline Program is only one component of a Schoolwide Plan which fosters appreciation of diversity and cultivates an environment of inclusion for all to feel welcome and comfortable.

Even with our self-contained programs for Emotionally Disordered and Behavior Problem students our suspension rate and number of police interventions is very low.

On surveys our students state that they feel very safe at school.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Julianne O'Shea	(480) 472-6300
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Julianne O'Shea	(480) 472-6323
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Juliane O'Shea	(480) 472-6319
Student Health/Nurse	Irene Quinonez	(480) 472-6321

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.